

## Elementary Teacher Points

- Today we will be developing strategies for brainstorming a great writing idea OR improving the idea we are already developing. We will also begin developing our cooperative learning skills as we gear up for a year-long collaborative writing project that involves basic digital storytelling. I hope to provide students some basic cooperative learning strategies that will help them collaborate with one another better.
- These decisions were made using FORMATIVE ASSESSMENT as a process. Over the summer, I used the following opportunities to learn more about these writers:
  - During our sessions, Alyssa, Sarah, Laura, and Sarah captured observations about the cooperative learning skills/styles using annotated records. I did as well.
  - I surveyed students during independent writing conferences and captured the findings.
  - I conference with parents and children to study what they truly learned about writer's craft, process, and Dispositions.
  - Students completed written reflections.
  - Students and parents were invited to complete an online program evaluation.

- This is what was found and how it will influence my instruction:

Students disliked having to collaborate during the frog story experience and they didn't have proper strategies that enabled them to do this effectively. Therefore, I plan to define, model, and assess their use of specific cooperative learning strategies throughout this year.

Students were successfully exposed to the Dispositions, writer's process, and writer's craft. They need much more time to explore and embody each dimension fully, though. Therefore, I plan to focus on one Disposition, element of craft, and part of the process at a time during each session this year.

Students are not aware of what a learning community is or how the Dispositions enable them to participate in one effectively. Therefore, more attention will be paid within each session to defining this, noticing evidence of community-building and celebrating this, and goal-setting around this during conferences.

Opportunities for individualized attention were an essential part of assessment and self-assessment. Goal setting provided clarity and a sense of direction and safety. Therefore, this will be an essential component of each session.

Students prefer opportunities for choice, but they require very clear direction within choice-based centers. Therefore, I plan to tighten up protocols and procedures within choice-based centers.

- How you can participate today:

Please observe students at work and listen in on their conversations. Use the rubric for COURAGE to capture some examples of courageous writing or behavior today. I'd like to celebrate them at the end of the session.